

A C Moore Elementary

333 Etiwan Ave.
Columbia, S. C. 29205

Grades	K-5 Elementary School	
Enrollment	297 Students	
Principal	Quantina Haggwood	803-343-2910
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Dr. Jasper Salmond	803-231-7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	52	29	2	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes
2005	Average	Unsatisfactory	Yes

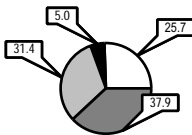
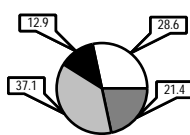
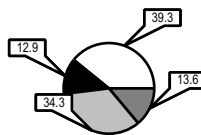
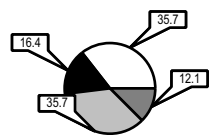
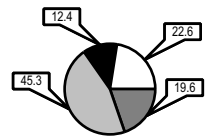
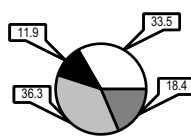
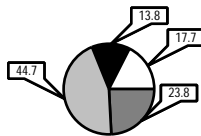
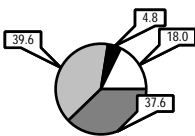
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	158	97.5	24.1	32.1	38.7	5.1	48.9	Yes	Yes
Gender									
Male	72	95.8	27.1	32.2	35.6	5.1	47.5		
Female	86	98.8	21.8	32.1	41.0	5.1	50.0		
Racial/Ethnic Group									
White	62	93.6	5.7	26.4	58.5	9.4	71.7	Yes	Yes
African American	76	100.0	35.2	42.3	21.1	1.4	29.6	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	127	98.4	16.4	33.6	43.6	6.4	58.2		
Disabled	31	93.6	55.6	25.9	18.5	0.0	11.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	158	97.5	24.1	32.1	38.7	5.1	48.9		
English Proficiency									
Limited English Proficient	16	100.0	36.4	0.0	54.5	9.1	63.6	I/S	I/S
Non-Limited English Proficient	142	97.2	23.0	34.9	37.3	4.8	47.6		
Socio-Economic Status									
Subsidized meals	85	100.0	38.0	35.2	25.4	1.4	31.0	Yes	Yes
Full-pay meals	73	94.5	9.1	28.8	53.0	9.1	68.2		

Mathematics – State Performance Objective = 36.7%									
All Students	158	98.7	28.1	37.4	21.6	12.9	45.3	Yes	Yes
Gender									
Male	72	98.6	29.5	36.1	18.0	16.4	45.9		
Female	86	98.8	26.9	38.5	24.4	10.3	44.9		
Racial/Ethnic Group									
White	62	96.8	10.9	29.1	34.5	25.5	70.9	Yes	Yes
African American	76	100.0	42.3	45.1	11.3	1.4	25.4	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	127	98.4	20.0	38.2	26.4	15.5	54.5		
Disabled	31	100.0	58.6	34.5	3.4	3.4	10.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	158	98.7	28.1	37.4	21.6	12.9	45.3		
English Proficiency									
Limited English Proficient	16	100.0	18.2	45.5	9.1	27.3	36.4	I/S	I/S
Non-Limited English Proficient	142	98.6	28.9	36.7	22.7	11.7	46.1		
Socio-Economic Status									
Subsidized meals	85	100.0	39.4	43.7	9.9	7.0	29.6	Yes	Yes
Full-pay meals	73	97.3	16.2	30.9	33.8	19.1	61.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	158	98.1	38.4	34.8	13.8	13.0	26.8
Gender							
Male	72	97.2	40.0	28.3	15.0	16.7	31.7
Female	86	98.8	37.2	39.7	12.8	10.3	23.1
Racial/Ethnic Group							
White	62	95.2	13.0	35.2	25.9	25.9	51.9
African American	76	100.0	57.7	36.6	2.8	2.8	5.6
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	127	97.6	29.4	38.5	15.6	16.5	32.1
Disabled	31	100.0	72.4	20.7	6.9	0.0	6.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	158	98.1	38.4	34.8	13.8	13.0	26.8
English Proficiency							
Limited English Proficient	16	100.0	45.5	27.3	9.1	18.2	27.3
Non-Limited English Proficient	142	97.9	37.8	35.4	14.2	12.6	26.8
Socio-Economic Status							
Subsidized meals	85	100.0	56.3	33.8	2.8	7.0	9.9
Full-pay meals	73	95.9	19.4	35.8	25.4	19.4	44.8

Social Studies							
All Students	158	97.5	34.3	36.5	12.4	16.8	29.2
Gender							
Male	72	97.2	31.7	36.7	13.3	18.3	31.7
Female	86	97.7	36.4	36.4	11.7	15.6	27.3
Racial/Ethnic Group							
White	62	93.6	17.0	24.5	22.6	35.8	58.5
African American	76	100.0	46.5	47.9	2.8	2.8	5.6
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	127	97.6	29.4	36.7	12.8	21.1	33.9
Disabled	31	96.8	53.6	35.7	10.7	0.0	10.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	158	97.5	34.3	36.5	12.4	16.8	29.2
English Proficiency							
Limited English Proficient	16	100.0	36.4	36.4	18.2	9.1	27.3
Non-Limited English Proficient	142	97.2	34.1	36.5	11.9	17.5	29.4
Socio-Economic Status							
Subsidized meals	85	100.0	47.9	42.3	5.6	4.2	9.9
Full-pay meals	73	94.5	19.7	30.3	19.7	30.3	50.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	44	100.0	17.1	29.3	39.0	14.6	53.7
	4	57	100.0	24.5	37.7	34.0	3.8	37.7
	5	44	100.0	38.1	40.5	19.0	2.4	21.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	58	100.0	10.4	29.2	56.3	4.2	60.4
	4	49	95.9	22.5	35.0	35.0	7.5	42.5
	5	51	96.1	37.8	33.3	24.4	4.4	28.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	44	100.0	26.8	34.1	17.1	22.0	39.0
	4	57	100.0	35.8	32.1	22.6	9.4	32.1
	5	44	100.0	33.3	35.7	21.4	9.5	31.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	58	100.0	22.9	41.7	25.0	10.4	35.4
	4	49	98.0	22.5	30.0	27.5	20.0	47.5
	5	51	98.0	32.6	41.3	15.2	10.9	26.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	58	100.0	27.1	43.8	18.8	10.4	29.2
	4	49	98.0	22.5	40.0	22.5	15.0	37.5
	5	51	96.1	57.8	24.4	2.2	15.6	17.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	58	100.0	31.3	39.6	18.8	10.4	29.2
	4	49	98.0	20.0	40.0	12.5	27.5	40.0
	5	51	94.1	45.5	31.8	6.8	15.9	22.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 297)				
First graders who attended full-day kindergarten	98.1%	Down from 100.0%	100.0%	100.0%
Retention rate	1.0%	Down from 1.2%	2.9%	3.0%
Attendance rate	95.8%	Down from 95.9%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.3%	Down from 3.5%	3.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.2%	Down from 3.5%	3.0%	3.2%
Eligible for gifted and talented	28.0%	Up from 25.8%	14.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.9%	Down from 10.4%	8.4%	8.2%
Older than usual for grade	0.0%	No change	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	60.0%	Up from 57.1%	53.3%	52.6%
Continuing contract teachers	66.7%	Down from 78.6%	85.7%	83.3%
Highly qualified teachers	92.6%	Up from 91.7%	93.5%	93.5%
Teachers with emergency or provisional certificates	4.2%	Down from 8.7%	0.0%	0.0%
Teachers returning from previous year	79.0%	Up from 78.9%	88.3%	87.0%
Teacher attendance rate	93.6%	Down from 94.2%	95.1%	95.0%
Average teacher salary	\$45,629	Up 6.6%	\$41,906	\$41,703
Prof. development days/teacher	17.1 days	Down from 21.9 days	13.1 days	12.8 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Down from 16.7 to 1	19.0 to 1	18.8 to 1
Prime instructional time	87.5%	Down from 89.4%	90.0%	89.8%
Dollars spent per pupil*	\$7,711	Up 16.6%	\$6,054	\$6,242
Percent of expenditures for teacher salaries*	75.1%	Down from 76.2%	67.0%	65.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Excellent	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

A.C. Moore exemplifies a feeling of excellence that is sensed when one enters the school. From the colorful work products that fill the halls to the outstanding arts programs seen after school, visitors can sense that students truly have a chance to grow in an environment that fosters creativity and knowledge.

In a recent survey of parents, more than 90 percent of them surveyed were happy with the program their child received here and believed the school was an excellent school. Test scores are on the rise in all areas, volunteer hours donated exceeded 10,000 hours, and donations from the community increased to record heights.

The Writing Improvement Network of S.C. designated our school as a South Carolina Exemplary Writing School through 2004, and the staff continued to implement the writing principles that made our program exemplary. Also in 2004, A. C. Moore was awarded the Healthy Schools Award in all categories. Additionally, the school received the South Carolina Red Carpet Award in 2004, which is given to schools that have shown excellence in working with their student families and offering outstanding responses to the needs found there. Lastly, A.C. Moore was named as a "School of Promise" with Flagship status by the South Carolina Association of School Administrators. This designation is given to schools that have satisfied critical criteria demonstrating the school's desire to foster good citizens of the future.

The mandates of the federal law called "No Child Left Behind" required the school to continue to make changes. Perhaps the greatest one affected students in English as a Second Language and students with severe academic disabilities who had to prepare for PACT testing at grade level. Even though the student population has 14 nationalities represented and 52% are on free- or reduced-lunch status, the school successfully met 17 national indicators, called Annual Yearly Progress, in 2004. The PACT scores increased by double digit numbers overall, and discipline incidents continued to remain low.

In the academic area, class sizes again averaged 18 students per teacher in grades 1-3. Accelerated Math and reading programs were expanded to grades 2-5. Math and science remained a focus, using various math and science programs to challenge all students. To increase the percentage of students earning Advanced scores on PACT, the curriculum is being redesigned to maximized learning, using an integrated thematic instructional model. In the fall of 2004, teachers extended their use of differentiated learning techniques in lessons to better meet the needs of all students. Through staff training designed to increase rigor in the instructional program, the school expects to see scores rise.

Cynthia Detuelo, Principal
Jeff Thordahl, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	42	24
Percent satisfied with learning environment	83.3%	76.2%	73.9%
Percent satisfied with social and physical environment	100.0%	72.5%	83.3%
Percent satisfied with school-home relations	92.0%	90.5%	69.6%

*Only students at the highest elementary school grade level at this school and their parents were included.